



Administrator Briefs!

Welcome to Administrator Brief #4.

The WIABE Action Coalition, a component of the WIABE organization, has created a module dedicated to administrators of programs for language learners. The module provides information about a range of essential topics related to the administration of ESL and bilingual programs in Wisconsin. A series of briefs will highlight various topics in the module. *The discussion will continue with an **Administrator Institute** at the annual WIABE Conference.*

This brief summarizes a proposed set of Wisconsin Bi/multilingual Learner Assurances and outlines the roles of key stakeholders, as well as discussions of standards, assessment, and accountability for an asset-based approach to bilingual-bicultural education. The goals of bilingual and bicultural proficiency, biliteracy, and academic excellence; based on equity and social justice, are at the heart of every such program.

1. To achieve bilingualism, biliteracy, and biculturalism for students, districts adhere to an identified set of guidelines or **assurances** from which all programmatic decisions emerge. The assurances stipulate that all students will receive rigorous literacy and content instruction in both languages. Following these assurances allows for the full potential of bilingual-bicultural programming to be realized.
2. The **role** of each constituent in providing quality equitable bilingual-bicultural programs including school boards, district administrators, principals and teachers are outlined in this section.
3. Instruction in quality bilingual-bicultural programs is based on grade-level academic **standards** along with the use of scaffolding for students at the various stages of language acquisition. Both the previous educational experiences of the students and their level of linguistic development will impact academic progress.
4. Effective **assessment plans** in bilingual-bicultural programs utilize an adapted design format that provides equitable opportunities for students to demonstrate what they have learned regardless of their level of language proficiency. Assessments measure academic progress as well as progress in each of the languages.
5. Effective **accountability** of bi/multilingual learners will monitor students' academic progress each academic year, as well as progress toward grade-level content and language standards in English and the partner language.

A complete copy of Module One can be found at: [Module One](#).

Links to important Data and Assessment Resources for bilingual-bicultural programs:

[Tracking the Progress of English Learners](#)

[English Learners with Disabilities](#)

*Join us for the **Administrator Institute** April 20, 2024, 2:30-4:30 as part of the WIABE Conference.*